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ABSTRACT

In fall 1996, Washington State developed a performance goals and indicators system in seven areas, including student retention, which is the focus of this report. Six indicators were developed for assessing student retention: (1) the percent of degree-seeking students who attend 4 or more quarters in a 2-year period; (2) percent of degree-seeking students who attend only one quarter and do not return in a 2-year period; (3) percent of students enrolled in a developmental class who progress to a college-level course in the same area; (4) number of credits taken in comparison to required courses; (5) percent of student graduating or completing within 3 years; and (6) hours completed by basic skills students. This report provides a review of the literature on student retention, describing the study of retention from the perspectives of cultural passage and cost benefit calculation. Strategies for increasing student retention are presented, focusing on those that assure that students perceive that the benefits of training outweigh the perceived cost, and that reach out to connect students to the college culture early in the students' tenure. Recommended strategies include transition strategies, such as orientation and career planning, and integration strategies, such as coordinated studies programs and active learning. The remainder of the report presents the available evidence indicating that student retention in the Washington Community and Technical College System is below expectations. Appended is detailed information about student retention as measured through the six indicators. (CAK)

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Retention in Washington Community and Technical Colleges

Washington State Board for Community and Technical Colleges

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Research Report
No. 97-3

Washington State Board for Community and Technical Colleges; Education Division

RETENTION IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

February 1997

Background

In fall 1996, the SBCTC staff developed a performance goals and indicators system in seven areas: transfer, workforce and basic skills mission areas and to five issues of importance to the Board and the system: student satisfaction, efficient use of public resources, equitable access to college, equitable outcomes for students of color, and student retention. The draft goals and indicators may be found in the September 11, 1996 State board Agenda, Tab 1. A discussion of the issue of student retention is the focus of this document.

Based on the evidence related to the seven areas, staff drew conclusions about strengths and weaknesses of the system performance. Retention is one of the areas where the system needs improvement. Specifically, many students are leaving college before they make any substantial progress toward their goal. The indicators applicable to the retention area are:

Retention Indicators	Description of Indicator
5.1	Percent of degree-seeking students who complete or attended four or more quarters in a two year period.
5.2	Percent of degree-seeking students who attend only one quarter and do not return in a two year period.
5.3	Percent of students who enroll in a developmental English or math course who progress to college-level English or math.
5.4	Measure of credits taken by students compared to credits required to complete course of study.
5.5	Percent of students graduating or completing within three years of initial enrollment [future measure based on new national standards for reporting].
5.6	Hours completed by basic skills students before leaving.

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Understanding College Retention

About half the students enrolled in community and technical colleges are retained long enough to make substantial progress toward their educational goal. The consequence of attrition for the other half of the students is not trivial. Each year of college yields a 10 percent increase in earnings and opens the door to additional occupational choices. Despite the relatively low retention rates and the consequences of early leaving, there is little consensus about the degree to which attrition is an issue. Some argue that students who left early effectively met their educational needs or left because of financial and personal circumstances not within the sphere of influence of the colleges.

The literature on retention is one of the most misunderstood aspects of higher education research. Vincent Tinto, an authority on retention issues notes that:

> Much of what we think we know [about retention] is wrong or at least misleading. A good deal of the literature on student dropouts is filled with stereotypes of the character and causes of student departure. For instance, student dropouts have been frequently portrayed as having a distinct personality profile or as lacking in a particularly important attribute needed for college completion. As a consequence, we have been given the mistaken view that student dropouts are different or deviant from the rest of the student population. (**Leaving College: Rethinking the Causes and Cures of Student Attrition**, 1987.)

Today, most post-secondary education researchers agree that retention is an issue – that is, students leave college before achieving their goals. They also agree that financial and personal circumstances explain only a small portion of the attrition issue. Most researchers see lack of retention as either an issue of failure to make a cultural transition - the transition from not being a student to being a full member of a college community - or as a rational assessment that the benefits of going to college do not outweigh the perceived cost of continuing attendance.

Those who view retention from the perspective of **cultural passage** regard going to college as the passage from one culture to another (see Tinto, Russo and Kadel, 1994 as an example). Students may leave college during the initial transition phase if they are unable to adjust to the new college culture or if they fail to cuts ties with cultures that compete for their attention. Those who successfully make a transition may leave college if they are unable to integrate fully with that culture. Students who feel isolation from others are inclined to leave as are those who sense an incongruence between their own goals and values and the college goals and values. The recently publicized attrition of two female cadets at the Citadal exemplifies this cultural passage perspective. The female cadets were unable to become fully integrated into the Citidal culture.

Current Perspective on Retention

- Cultural Passage
  - Model of the process of student leaving at point of transition or integration
  - Substantial research confirms importance of addressing student's transition or integration concerns
- Cost Benefit Calculation
  - Economists' view

The **cost-benefit view** of retention assumes that students will continue in college as long as the perceived benefits outweigh the cost of attendance (see Kane and Rouse, 1993 as an example). Benefits include the prestige of college going and being a graduate as well as the more concrete earnings pay off. Costs are predominately the stress of being a student and the foregone earnings. Compared to foregone earnings, tuition and books represent relatively minor costs. Parents and those with significant work responsibilities may have especially high stress related costs implicit in the role conflict of being a student, parent and worker. Students who hear that job prospects are poor for graduates of their program or who learn part way through college that it will take three rather than two years to complete a program may determine that the costs are greater than the benefits of attending colleges. They can "cut their losses" by leaving before making further investments.

The cost-benefit view implies that students make a decision about the cost of attending college prior to enrolling. Although it is commonly assumed that financial need is a barrier to student retention, the research literature on retention finds that financial need is not directly related to retention. It appears that, except in cases of a substantial change in financial circumstances or a change in the student's perception of the benefits of college, students take their financial situation into consideration before they decide to enroll.

Students leave college when they fail to make the cultural transition, when they are not fully integrated into the college culture or when the perceived cost of college attendance outweigh the perceived benefits. Nationwide, a substantial minority of all two-year college students leave early. Studies find that some students are more likely than others to leave early. Specifically, those most likely to leave early are:

- Degree-seeking students enrolled on a part-time basis
- Students without a high school diploma
- Adults 20 years or older
- Students who support themselves financially

About 85 percent of community and technical college students in Washington community and technical colleges share one or more of these characteristics. As four-year institutions nationwide increasingly serve students with these characteristics, they have observed increasing rates of student departures. SBCTC research has found these same groups to leave earlier than others from Washington community and technical colleges. Also found to be earlier leavers than others were Hispanics, those working full-time, Native Americans and African Americans. It is likely that these groups were more likely than others to share two or more of the characteristics identified in the national research

What Works

The strategies which are most effective for increasing student retention are those which:

- Assure that students perceive that the benefits of training will outweigh the perceived cost.
- Reach out to connect students to the college culture and do that early in the student's tenure.

Transition strategies which reach out to students are widely used in Washington community and technical colleges. These include:

- **Pre-entry connections:** Under HB 1988, for example, dislocated workers were connected to the college through orientation sessions at the local Job Service Center or in the case of a lay-off at the employer's job site before the lay-off date. Renton Technical College hosts visitation days when potential students may visit classes and labs while instruction is taking place and talk with currently enrolled students. Bellevue Community College's Women's Center hosts a "Thinking of Coming to College" workshop for potential re-entry women. Most colleges provide outreach activities to current high school students. Some also provide connections for students referred by community based organizations and other state agencies.
- **Orientation:** To qualify as transition assistance, the orientation must do more than provide an opportunity for placement testing and course registration. It must assist students in learning about the new culture of college. It can also help students develop a sense of belonging to a group of similarly situated students. Grays Harbor College offers an extensive orientation program designed to help students make the transition to college. Skagit Valley College has an evening orientation session for 200 to 300 older students each quarter. Faculty members who relate well to older students share perspectives on what they expect from students. Colleges typically offer special orientation sessions for laid-off workers. Workers not only learn about the college, but make connections with other students who are similarly dealing with the stress of a recent job loss.
- **Career planning services** to assure that students have a clear understanding of the financial benefits likely as a result of completing their program. The Declare Project at Seattle Central helps students who are undecided about their goals to come to greater clarity. This effort includes career exploration.
- **First quarter activities:** First quarter student success courses or interest groups help students learn about the new culture of college. Peninsula College recently implemented a "Challenge-by-Choice" course for new vocational program students. The students work on team building for the first week of the quarter. Seattle Central Community College offers "Freshman Interest Group" which provides targeted advising and tutoring in a group setting. Bellevue, Yakima Valley, Big Bend, Columbia Basin, Skagit Valley and Pierce Colleges offer college success courses for some or all of their new students.

Integration strategies which reach out to students largely focus on what happens in the classroom. Colleges have implemented various **integration** strategies:

- **Learning communities: Coordinated studies** programs serve the function of integrating students into the college culture and connecting students with faculty. **Block vocational programs** where students take all their hours together and typically work with one or two faculty members throughout their tenure also serve to integrate students into the college culture. **"Gateway"** courses such as Spokane Falls Community College's linking of biology and study skills helps students learn from each other.
- **Active learning** strategies used in stand alone classes help to integrate students. Yakima Valley Community College recently revamped the introductory biology class to use group discussion and worksheets in place of lectures.
- **Connecting students and faculty:** In addition to learning communities and active learning strategies, faculty can connect with students in their role as advisors to student clubs. The Student Intervention Project at Bellevue Community College connects students who are having academic difficulties with some 80 faculty who have volunteered to offer intervention assistance.
- **Classes that connect work or home and school** help students to see connection rather than competition between college and their other important cultures. Internships, service

learning, and industry based standards for classroom assessment are among the approaches used by colleges.

- **Centers for re-entry women, students of color groups, and attention to cultural diversity** issues help to send a message that students who may be seen as "non-traditional" belong at the college. The STRATA-SVC (Students Returning After Time Away) at Skagit Valley College is an example of a student organization focused on helping older students to gain a sense of belonging. Bellevue Community College staff provide short workshops on stress management and study skills in the middle of the quarter for students. Seattle Central offers a coordinated studies program called "Speaking for Ourselves" which helps students increase their sense of power over their own educational development. The focus of the coordinated course offering is on students of color

Finances and Poor Academic Abilities: Researchers argue that the inability to meet academic requirements likely explains just 10 to 15 percent of college attrition. Those with inadequate skills frequently do not enroll in college in the first place. Some view math and English as 'barrier" courses for students - as a cause of early leaving. Students who leave early are less likely than those who make substantial progress to have completed the credits taken in college or developmental math or English. This pattern, however, is not proof that these classes were "barriers" to student success. Students who leave early also have lower rates of completing courses in other subject areas as well. The completion rate for math courses for transfer-oriented early leavers was 55 percent. The comparable rate for humanities courses was 53 percent, social science classes 52 percent and science classes 58 percent. Their failure to complete courses may simply indicate that their early leaving occurred during the quarter rather than between quarters.

Though research finds that the **inability to meet academic requirements** has only a modest impact on attrition, it is important for colleges to continue the various services which they offer to help students meet academic requirements. All colleges provide placement testing upon entry to the college and direct students to appropriate developmental courses if needed.

Target Populations: While the typical college enrolls 7,000 students each fall quarter, that same typical college enrolls just 1,000 new students who are planning to stay at the college for a year or longer or who are uncertain about their plans at the college. (The tables at the end of the report show the number of new degree seeking students by college.) To have a substantial impact on retention, the college needs to find ways to address the integration concerns of just these 1,000 new students. Recognizing that the number to be served is manageable will help colleges develop fundable strategies.

Typical College Fall Quarter

New Students	
Planning to Stay 1 Year or More	1,000
Full-Time	750
Part-Time	250
Working Full-Time	270
Students of Color	160
Less Than High School	100

Furthermore, not all of these 1,000 new students are equally likely to be early leavers. The strategies described above can be targeted to subsets of the new students.

It is a challenge to assist part-time students and older students. Typically students enroll part-time because of other commitments which take a good deal of their time. With time as the limited resource, these students are not free to attend support groups or study groups outside of class. They also do not have the time to participate in focus groups or face to face interviews (even if a free meal and childcare are provided). Each fall quarter the typical college enrolls 250 new part-time students planning to be at

the college for a year or longer. Given the small number, it may be possible to make personal contact with each of these students. Some strategies for part-time and working students include:

1. Provide information via mail or video to all new part-time students who plan to enroll at the college for a year or longer. Part-time students can attend to such information at a time that best meets their own schedule. A video might highlight the learning objectives of the colleges and ways in which other part-time students have successfully managed home, work, and school to achieve those objectives.
2. Use class time as the critical point of contact for part-time and working students. A review of the quarterly registration can reveal classes with a large number of degree seeking part-time students. A faculty counseling team might develop strategies for use in those classes to improve the progress of the part-time students. This team approach could be especially targeted for courses taught by part-time faculty who may not be as accessible to students as full-time faculty.

The students who enroll who have not completed high school may benefit from an orientation class during their first year at the college, even if they are enrolled only in the basic skills program. Colleges may wish to review their student information to learn more about the current course taking pattern of the 50 or so new students who seek degrees and have completed less than a high school diploma.

Local community groups may help the college in an effort to improve the progress for African American, Native American, and Hispanic students. Many colleges inadvertently provide a "chilly" climate for these students due to the lack of role models or lack of attention to diversity in the curriculum. Strategies which may be of help include:

1. Focus group interviews with successful students of color may reveal what the college is doing to be most helpful to them and what actions the college could take to improve the general campus climate.
2. One-on-one contact with students of color. Again, the numbers of new degree seeking students of color are quite small at most colleges. Personal contacts within the first few weeks of the quarter are feasible.

The focus should be on students 20 or older. It does appear that retention efforts, like youth, may be wasted on the young. That is, younger students start college with a higher probability of being retained, thus strategies focused on those under 20 years of age are focused on a group with an already higher retention rate.

Because the students served by community and technical colleges in Washington are predominately those with background factors associated with higher attrition and because of their diversity of backgrounds and goals, a sound retention program would need to embrace a wide range of transition and integration strategies. Today Washington community and technical colleges have the resources to implement only some of the proven strategies. To substantially improve retention, colleges must be in a position to implement strategies targeted at diverse students both during their transition to college and as they become part of the college culture.

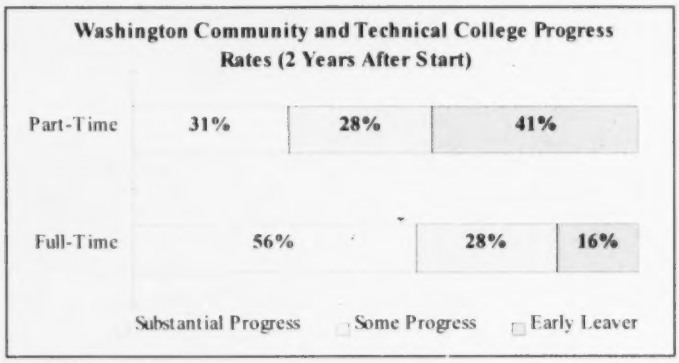
The Evidence

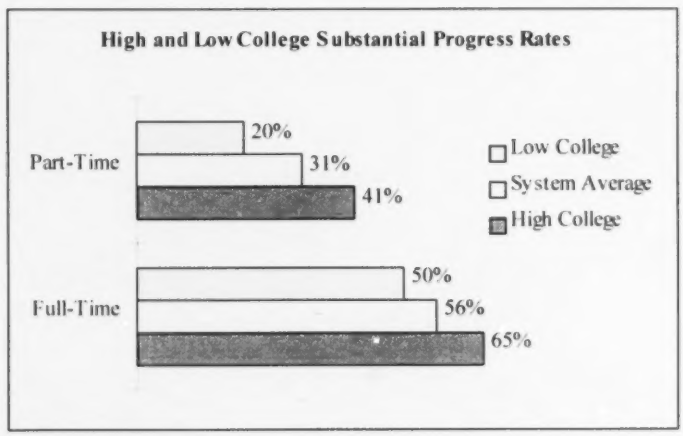
Overall, the evidence indicates that the retention of students in the system is below expectations. Attachment A details this evidence which is summarized briefly here.

Too Many Leave Early: Monitoring Retention

Conclusion: Too many students, whether enrolled full- or part-time, are leaving college before they complete their planned course of study.

Evidence (Indicators 5.1., 5.2, 5.6): SBCTC staff base this conclusion primarily on the Student Progress Tracking system (SPT). This approach to student retention tracking recognizes the diversity and ambiguity of student goals. It also recognizes that successful students may take substantially longer than two years to complete a degree. The SPT tracks cohorts of new degree seeking students for two years. Those who enroll for at least four out of the seven possible quarters are regarded as having made substantial progress toward their goal. Those who enroll for a single quarter only are regarded as early leavers. Those enrolling for 2 or 3 quarters are regarded as having made some progress. The substantial progress and early leaver rates have remained stable for the five cohorts that have been tracked using the SPT. This suggests that the system has stable retention rates.





Availability to Colleges: College specific results using the Student Progression Tracking approach are provided at the end of this report. Colleges may obtain the raw data on which this report was based by ordering standard reports from the common computer system. The report used for overall student progress data is SR1182, Number of Quarters Students Continue To Enroll by Student Purpose. Colleges may order this report via Job Number SR1382J. This same report provides data by race/ethnic, gender, family status, work status and prior education. In many cases the number of new degree seeking students for a subpopulation may be too small for statistical analysis. The year to year progression pattern is likely to vary considerably if the subpopulation is less than 100. In that case, colleges may wish to combine data for two or three years, using a rolling average to observe trends over time.

The SR1183 report provides student progress data for those who enroll in developmental classes in their first quarter. Colleges may order that report via Job Number SR1383J. Job Number SR1381J provides data on student progress by mission area – transfer, job preparatory, job upgrading and all other students.

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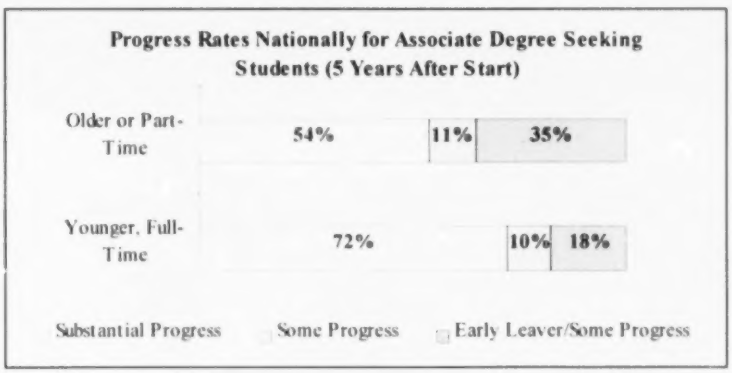
There is some variation by college in retention rates, particularly related to retention of degree seeking students who enroll on a part-time basis. The variation between colleges is only slightly larger than the year to year variation in progress rates for a single college. Further, no college consistently is ranked as among the highest or lowest in terms of student progress rates. Thus, none can be regarded as being the "best practices" institution. On the other hand, all institutions have adopted some "best practices" identified in the retention literature. For student progress rates by college see Attachment B.

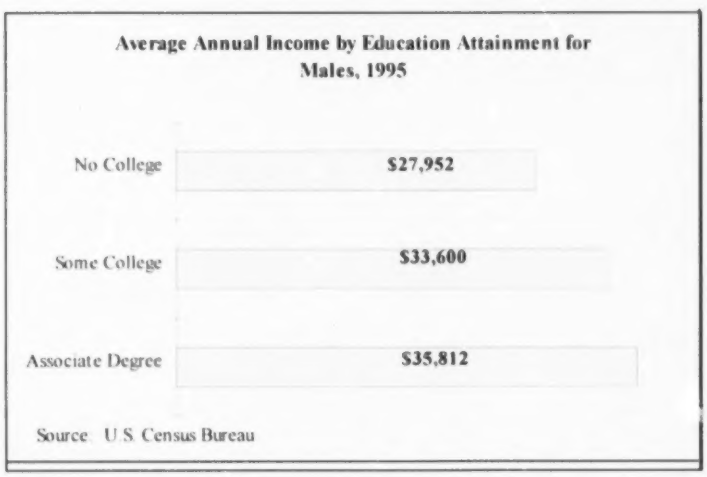
About half the basic skills students remain in courses long enough to make skill gain.

How good are these rates? Review of the research suggests that the pattern in Washington is typical of associate degree-seeking students nationwide. The data shown in the chart capture the substantial progress rates for such students who started college in fall 1989. There are some differences in the counting approach used in this study related to the "some progress" and "early leaver" groups, but the findings are strikingly similar to the Washington data.



Similarly research on basic skills programs nationwide suggest that the Washington pattern may be somewhat better than the national experience where most students stay for less than 70 hours compared to 130 hours in Washington state.

There is a substantial cost for failing to complete the associate degree. Research suggests that completing the associate degree opens career opportunities that are not available to those without the degree. The national literature on the economic return to schooling indicates that degree-seeking students who do not complete their two years will earn 10 to 20 percent less than those who complete the degree. Persons with an associate degree earn more than persons without college or some college but no degree. Thus the costs of early leaving impact the individual and society.



Student Perception of Cost Benefit Ratio

Conclusion: Students may leave early because of the quality of some college services.

Evidence (Indicators 5.7): A majority or near majority of former students consistently report a lack of satisfaction with career planning and job search assistance. Other services at the colleges are consistently evaluated favorably. The lack of adequate career planning may be especially relevant to the retention issue. Students without clear career plans may find that the cost of college going substantially outweighs the potential benefit for an undefined job future. Those without career direction may find the curriculum, focused on specific career tracks or on the transfer track, incongruent with their own needs. In either case, attrition is likely to be high.

Conclusion: Those who are able to complete their course of study do so fairly efficiently, taking only a limited number of courses in addition to the minimum required.

Evidence (Indicators 5.4): Preliminary data suggest that, on average, students complete the degree with 109 credits, compared to the 93 required. The 16 extra credits may include developmental studies courses or courses taken outside those required for the degree. This 109 to 93 ratio is similar to the ratio for students who start at the University of Washington. This efficiency factor works in favor of keeping the cost of college going low and thus increasing the chances of a positive benefit to cost ratio.

Integration Through Satisfaction With Instruction

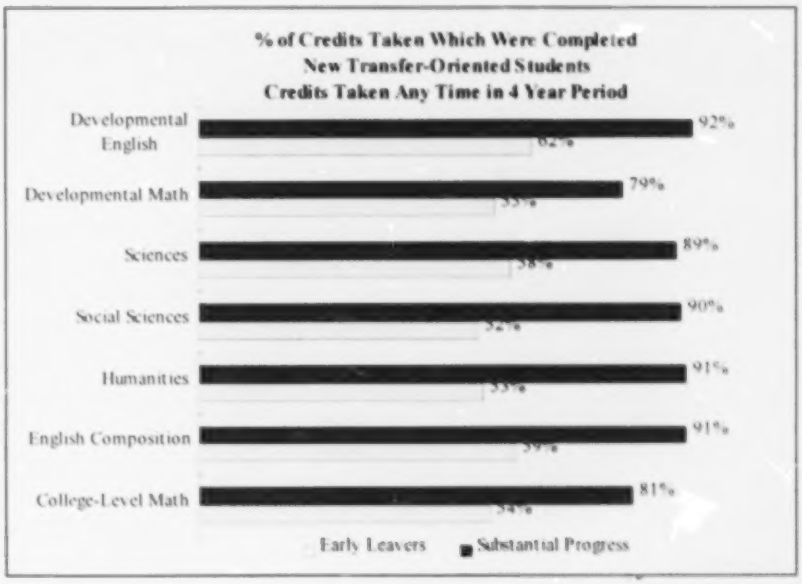
Conclusion: Students have a high regard for the quality of teaching at the colleges, a factor which likely works to promote retention.

Evidence (Indicators 5.7): Depending on the survey, at least 85 percent of respondents indicate they are satisfied with the quality of instruction. Satisfaction is also high that the equipment is up to date. Most students report that they would recommend the college to their friends. If the cultural transition model of student retention applies in Washington community and technical colleges, then this finding suggests a strength to build upon. The research related to the cultural transition model suggests that a student's interaction with faculty is key to helping students become integrated into the college culture. If those already seen as engaged in quality teaching could have further opportunity to interact with students, in coordinated studies courses or first year student groups, for example, student integration could be furthered.

Inability to Meet Academic Requirements

Conclusion: Students may leave early because of their poor math and English skills.

Evidence (Indicators 5.3, 5.7): Those who do enroll in Washington community and technical colleges are immediately assessed and encouraged to take classes specifically designed to improve their writing, reading or math skills. Thus academic preparedness need not be a barrier to student progress.



Despite the opportunity to overcome academic inadequacies, some students are unable to complete the required basic college-level math and English classes and thus fail to complete their education. Degree seeking students who fail to complete classes - whether developmental or college-level math and English classes or other classes - are the ones most likely to leave early. It is unclear whether this early leaving is caused by inability to meet the academic requirements of these courses or due to other factors that result in not completing the courses. The research literature on retention suggests that other factors, such as failure to complete the passage to a new culture or to integrate into that culture, are the likely causes of the leaving.

English composition, college-level math, courses in social sciences, humanities and natural sciences are required of associate of arts degree students and for about half the technical arts degree students. The majority of transfer oriented students, regardless of how long they stay at the college, enroll in at least one course in each of these areas. If students enroll in these classes and if they stay at the college for four or more quarters, they have a high probability of passing, though a small number must repeat the class before achieving success. If they leave early, fewer than three out of five complete the courses.

<u>Why are Retention Rates Stable?</u>

Making measurable improvements in retention is a difficult task. While colleges have adopted many of the "best practices" from the retention literature, there has been no noticeable improvement in retention
over the past five years. Given the increased enrollment of older students and those who support themselves financially, declining retention rates might have been expected. It is possible that maintaining a stable retention rate may indicate that recent efforts to improve student retention are working to counteract potential declines.

The stable retention rates may, in part, exist because the current retention efforts improve the status of small numbers of students, but the tracking approach requires improvement for at least 800 students.

system-wide, each year before improvement will be noted. The lack of improvement is likely also a result of limited resources available to address the retention issue. Given that most students are among those most likely to have high attrition rates and given the diversity of student backgrounds and goals, colleges must implement a wide array of transition and integration strategies if they are to measurably impact retention.

Another factor which may impact the current stability in retention rates is the inherent inertia in social behavior. There is some evidence from social science research that some social behavior is not subject to incremental improvement for incremental change efforts. Instead, some behavior remain unchanged, at an equilibrium, despite continually increasing efforts to promote change until the nature of the community changes such that a new equlibrium level is set (see Crane, 1991 for a sociological perspective). At that point, fairly substantial change occurs in the behavior of many members of the group. It is possible that there is considerable inertia in students staying and leaving behavior. Colleges may not see any impact on retention until the culture at the college changes significantly. At that point the college may see a substantial increase in retention in a fairly short period of time.

Conclusions

While students who complete their program of study do well in terms of transfer, job placement and earnings, the review of performance indicators suggest that many students do not have the opportunity to complete their training. Further, the lower than desired student progress rates have a negative impact on student's life long earnings - students would have been financially better off if they had achieved their initial enrollment goal.

Colleges are implementing the best practices implied by the retention literature - transition and integration strategies and efforts to help students perceive that the benefit of training outweigh the cost. To achieve significant improvement in retention, colleges may need to combine the various retention efforts into a more systemic manner. Given the importance of the classroom experience, this systemic effort should take advantage of the strength of the faculty as demonstrated in consistent positive evaluations of faculty quality. Colleges may need to invest even more institution-wide resources to achieve a "critical mass" of retention efforts.

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GOAL 5

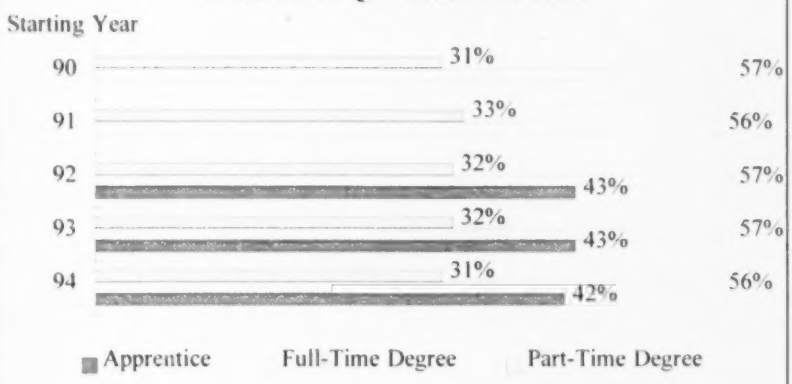
Student Progress and Retention Goal: Students continue to enroll long enough to complete their course of study.

Indicator 5.1: Percent of degree-seeking students who completed or attended four or more quarters in a two year period.

SBCTC describes degree-seeking students graduating or attending four or more quarters during a two year period as having made "substantial progress." This pattern of attending four or more quarters recognizes that some students stop-out of college for a few quarters after initial enrollment, but still are progressing well toward their goal. If college retention strategies are having a significant impact on retention, the percent of students making substantial progress should increase. If factors such as loss of financial aid eligibility after starting college are causing students to leave college more now than in the past, this indicator should be on the decline. As with all retention indicators, this indicator reflects factors impacting students in the past - for the most recent group, that means students who started college in fall 1994 that could have graduated in spring 1996.

Findings: Substantial progress rates have remained constant for students. More than half of full-time degree seeking students make substantial progress within two years compared to a third of part-time degree seekers. Apprentice students who attend school part-time but are engaged in work-based learning on a full-time basis have a substantial progress rate that is about half way between the rate for full and part-time students.

Degree Seeking or Apprentice Students Graduating or Attending at Least Four Quarters in Two Years



Students included in graph are those who:

- were new
- declared their intent to complete a degree or were enrolled in an apprentice program at their college when they first enrolled (about a quarter of all new students)
- attended only one quarter, the first fall quarter, and did not return anytime within a two year period

Source: SBCTC Academic Year Report.

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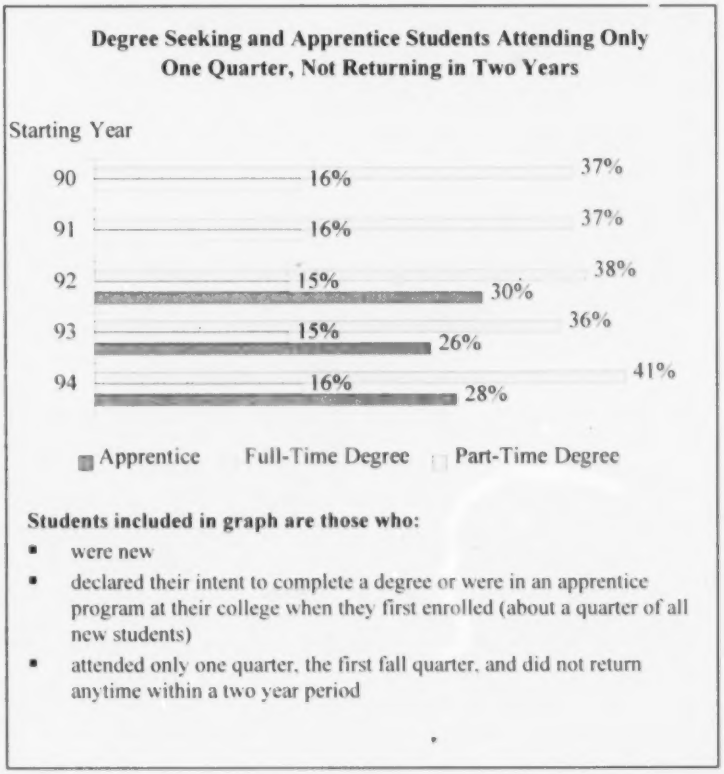
Indicator 5.2: Percent of degree-seeking students who attend only one quarter and do not return in a two year period.

SBCTC describes degree-seeking students who leave after only one quarter and do not return within two years, as "early leavers." Since most degree seeking students need to complete at least six quarters at the college, leaving after one quarter indicates that the student made very little progress toward their stated goal. If college retention strategies are having a significant impact on retention, the percent of early leavers should decline. If factors such as lack of adequate financial aid are causing students to leave college more now than in the past, this indicator should be on the increase. As with all retention indicators, this indicator reflects factors impacting students in the past – for the most recent group, that means students who started college in fall 1994 that could have graduated in spring 1996.

Findings: Early leaving rates have remained constant for full-time degree seeking students and increased for part-time degree seeking students. Some 15 percent of degree-seeking students enroll full-time for a single quarter only. Of the degree seeking students who start college on a part-time basis, about 40 percent attend only one quarter. Some 28 percent of apprentice students who take classes part-time and engage in work-based learning full-time left college after just one quarter.



Comparison: National data on the progress rate of associate degree seeking students show that about 45 percent do not return for a second year of study. The return rate is highest for full-time students who start college immediately after completing high school and who are supported financially, at least in part, by their parents.

Indicator 5.3: Percent of students who enroll in a developmental English or math course who progress to college-level English or math.

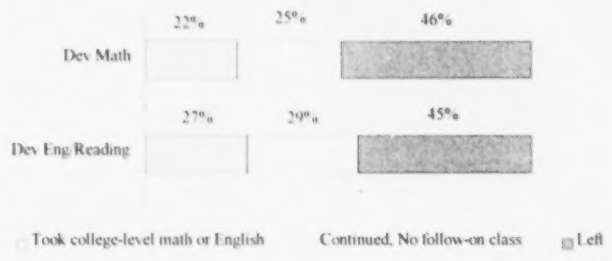
Almost every student enrolled in a developmental English or math course has a goal of completing at least several quarters for the purpose of preparing for transfer or the workforce. To achieve their goal, most of these students need to progress from the developmental level to a subsequent college class. Some students will make this progress immediately after taking a developmental class while others will make the transition at a later date. Research has shown that those who wait to make the transition in math do less well in the subsequent course than those who transition immediately. This indicator looks at the rate of immediate transition to the follow-on college-level course after enrollment in developmental English or math courses.

Nearly 10,000 students enroll in developmental English each fall quarter and some 15,000 enroll in developmental math. Some students enroll in both.

Findings: The majority of those who leave developmental courses at the end of fall quarter continue in college the next quarter. However, only about a quarter transition to the follow-on class in math or college-level English.

Comparison: It should be noted that most students who do not take developmental courses and who have the intent of preparing for transfer or the workforce also fail to complete college-level courses in math or English before leaving college.

Winter Status of Students who Left Fall Developmental Classes (1995-96)



Students included in the graph are those who:

- **Total Bar** - took a developmental course in fall 1995 but not in winter
- **College-Level Math or English** - took a developmental class in fall and then enrolled in a college-level class **in the same area** winter quarter
- **Stay, No Follow-On** Class - took a developmental class in fall and then enrolled in college-level classes winter quarter but **not a class in the same area as the developmental course.**
- **Leave** - did not enroll in winter quarter.

Source: SBCTC Data Warehouse.

Indicator 5.4: Measure of credits taken by students compared to credits required to complete course of study.

Students preparing for the associate of arts degree are required to take 90-96 credits (with 93 credits as the norm). Some take more because they enroll in developmental courses, elect courses that do not meet degree requirements, or choose to go beyond the minimum requirements. This indicator looks at the average number of credits completed compared to the typical 93 credits required for the associate degree.

Findings: Preliminary data suggest 85 percent efficiency rating using credits completed.

Students included in indicator: Those who started at their college without prior credits and completed the associate of arts degree. Analysis based on credits completed. Analysis based on credits taken likely will show a ratio somewhat below 85 percent.

Source: SBCTC Transfer Assembly File.

Comparison: Four year institutions in Washington use this measure, called the graduation efficiency rate, as part of their common indicator set. Eighty-five percent efficiency is common at the four-year institutions.

Indicator 5.5: Percent of students graduating or completing within three years of initial enrollment *[Future measure based on Student Right to Know requirements].*

Indicator 5.6: Hours completed by basic skills students before leaving.

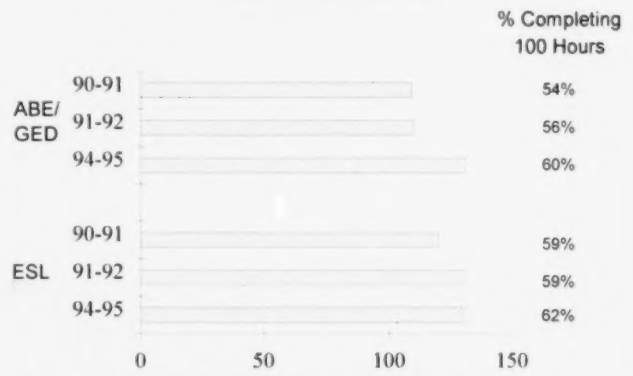
Until competency data from the new system have been collected, an **alternative indicator** will be used. The indicator is: **The median hours completed before leaving and the percent who continue in basic skills courses for 100 hours or more before leaving.** Current research suggests that:

- Students with literacy levels below the 9th grade and adults learning English as a second language need to complete between 70 and 100 hours of instruction for skill gains to occur. However, many students leave early, a problem in basic skills nationwide. A recent study found the median hours of enrollment at 35, considerably below the 100 threshold. To help combat the high rate of early leavers, various reports urge that basic skills be taught in the context of work or family as a means of increasing retention.
- Each year approximately nine percent of ABE, GED, and ESL students move into developmental education or college-level courses.

Findings: A majority of basic skills students stay in class at least 100 hours (the percentage is increasing) with half the students completing more than 130 hours and half less.

Comparison: Nationwide the number of hours completed in ABE programs is reported to be 35 hours.

Median Hours Completed by Basic Skills Students Before Leaving



Students included in the bar graph are those who:

- enrolled in ABE/GED or ESL classes, regardless of funding source or full or part-time status
- stayed 100 hours or longer (based on course hours data)
- left the college for at least a period of one year (exiting student). Note: Those who transition into college level course work are not included in these counts.

Source: SBCTC Basic Skills Exiting Cohort files. To date, an exiting cohort file has not been created for 92-93 and 93-94.

Indicator 5.7: Student's perception of usefulness of instruction and student services received.

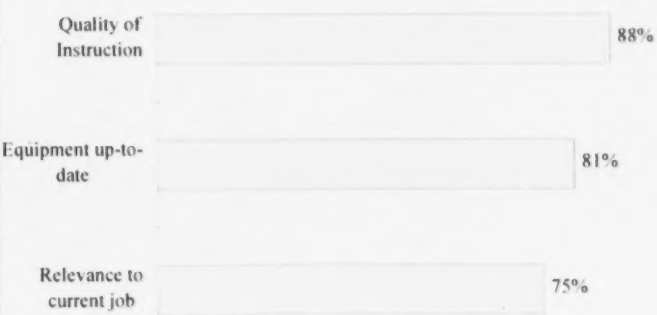
SBCTC and the WTECB periodically conduct studies of former students to learn their opinions regarding the usefulness of the training they received.

Findings: Students are more likely to be satisfied with instruction and student services and least likely to be satisfied with career counseling, job placement, and course availability.

% of Former Students Using Service Who Had Needs Met (Job Preparatory Exiting Cohort of 93-94)

HB 1988 Student Satisfaction With College (1-4 Scale, % 3 or 4)

Worker Satisfaction with College Training (1-4 Scale, % 3 or 4)



Source:

- WTECB survey of former job preparatory students (will be repeated every two years)
- SBCTC survey of HB 1988 former students
- Job Upgrade/Retraining Survey, November 1990 (one time only survey).

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Progress of Students Planning Degrees
Two Years After Entering the College
(State and Contract Students Entering in Fall Quarters)

		# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
	Bellevue						
Fall 95	Full-Time State	192	33	59			
	Full-Time Contract	43	9	10			
	Full-Time Total	235	42	69	53%	29%	18%
	1994 Cohort	456	72	107	61%	23%	16%
	1993 Cohort	393	58	91	62%	23%	15%
	1992 Cohort	375	54	114	55%	30%	14%
	1991 Cohort	319	45	84	60%	26%	14%
Fall 95	Part-Time State	142	49	45			
	Part-Time Contract	33	21	7			
	Part-Time Total	175	70	52	30%	30%	40%
	1994 Cohort	202	73	62	33%	31%	36%
	1993 Cohort	206	74	63	33%	31%	36%
	1992 Cohort	233	95	64	32%	27%	41%
	1991 Cohort	244	76	82	35%	34%	31%
	Big Bend						
Fall 95	Full-Time State	170	22	41			
	Full-Time Contract	17	1	3			
	Full-Time Total	187	23	44	64%	24%	12%
	1994 Cohort	179	29	48	57%	27%	16%
	1993 Cohort	181	21	42	65%	23%	12%
	1992 Cohort	174	20	52	59%	30%	11%
	1991 Cohort	167	17	41	65%	25%	10%
Fall 95	Part-Time State	63	36	19			
	Part-Time Contract	16	9	1			
	Part-Time Total	79	45	20	18%	25%	57%
	1994 Cohort	59	24	15	34%	25%	41%
	1993 Cohort	112	53	33	23%	29%	47%
	1992 Cohort	77	37	27	17%	35%	48%
	1991 Cohort	58	23	17	31%	29%	40%

		# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Centralia							
Fall 95	Full-Time						
	State	235	25	68			
	Contract	33	2	4			
	Total	268	27	72	63%	27%	10%
	1994 Cohort	237	27	75	57%	32%	11%
	1993 Cohort	246	29	69	60%	28%	12%
	1992 Cohort	227	28	54	64%	24%	12%
	1991 Cohort	219	34	53	60%	24%	16%
Fall 95	Part-Time						
	State	31	16	11			
	Contract	6	1	2			
	Total	37	17	13	19%	35%	46%
	1994 Cohort	44	14	16	32%	36%	32%
	1993 Cohort	49	22	12	31%	24%	45%
	1992 Cohort	36	12	14	28%	39%	33%
	1991 Cohort	35	13	6	46%	17%	37%
Clark							
Fall 95	Full-Time						
	State	358	41	108			
	Contract	24	2	9			
	Total	382	43	117	58%	31%	11%
	1994 Cohort	335	51	91	58%	27%	15%
	1993 Cohort	387	55	91	62%	24%	14%
	1992 Cohort	356	45	97	60%	27%	13%
	1991 Cohort	361	54	102	57%	28%	15%
Fall 95	Part-Time						
	State	244	91	79			
	Contract	18	4	3			
	Total	262	95	82	32%	31%	36%
	1994 Cohort	263	84	83	37%	32%	32%
	1993 Cohort	250	82	91	31%	36%	33%
	1992 Cohort	287	105	81	35%	28%	37%
	1991 Cohort	278	100	85	33%	31%	36%
Columbia Basin							
Fall 95	Full-Time						
	State	433	49	123			
	Contract	54	3	6			
	Total	487	52	129	63%	26%	11%
	1994 Cohort	531	74	160	56%	30%	14%
	1993 Cohort	505	58	125	64%	25%	11%
	1992 Cohort	402	56	91	63%	23%	14%
	1991 Cohort	370	60	90	59%	24%	16%
Fall 95	Part-Time						
	State	88	28	20			
	Contract	9	2	5			
	Total	97	30	25	43%	26%	31%
	1994 Cohort	140	45	39	40%	28%	32%
	1993 Cohort	179	60	66	30%	37%	34%
	1992 Cohort	158	50	43	41%	27%	32%
	1991 Cohort	200	77	56	34%	28%	39%

		# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Edmonds							
Fall 95	Full-Time State	543	75	153			
	Contract	71	10	18			
	Total	614	85	171	58%	28%	14%
	1994 Cohort	578	73	156	60%	27%	13%
	1993 Cohort	528	72	138	60%	26%	14%
	1992 Cohort	509	78	142	57%	28%	15%
	1991 Cohort	465	77	122	57%	26%	17%
Fall 95	Part-Time State	235	85	76			
	Contract	33	8	17			
	Total	268	93	93	31%	35%	35%
	1994 Cohort	233	77	64	39%	27%	33%
	1993 Cohort	283	89	92	36%	33%	31%
	1992 Cohort	294	110	88	33%	30%	37%
	1991 Cohort	337	130	92	34%	27%	39%
Everett							
Fall 95	Full-Time State	302	41	90			
	Contract	47	4	12			
	Total	349	45	102	58%	29%	13%
	1994 Cohort	356	52	105	56%	29%	15%
	1993 Cohort	377	44	118	57%	31%	12%
	1992 Cohort	319	41	89	59%	28%	13%
	1991 Cohort	297	42	65	64%	22%	14%
Fall 95	Part-Time State	112	50	34			
	Contract	3	0	1			
	Total	115	50	35	26%	30%	43%
	1994 Cohort	118	48	39	26%	33%	41%
	1993 Cohort	193	71	59	33%	31%	37%
	1992 Cohort	200	85	57	29%	29%	43%
	1991 Cohort	171	56	44	42%	26%	33%
Grays Harbor							
Fall 95	Full-Time State	129	12	36			
	Contract	1	0	0			
	Total	130	12	36	63%	28%	9%
	1994 Cohort	176	27	45	59%	26%	15%
	1993 Cohort	211	32	67	53%	32%	15%
	1992 Cohort	223	18	57	66%	26%	8%
	1991 Cohort	105	12	31	59%	30%	11%
Fall 95	Part-Time State	7	0	5			
	Contract	0	0	0			
	Total	7	0	5	29%	71%	0%
	1994 Cohort	15	7	5	20%	33%	47%
	1993 Cohort	25	7	10	32%	40%	28%
	1992 Cohort	30	12	11	23%	37%	40%

		# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
	1991 Cohort	9	4	4	11%	44%	44%
	Green River						
Fall 95	Full-Time State	485	91	153			
Fall 95	Contract	38	5	8			
Fall 95	Total	523	96	161	51%	31%	18%
	1994 Cohort	739	124	174	60%	24%	17%
	1993 Cohort	857	150	215	57%	25%	18%
	1992 Cohort	691	102	160	62%	23%	15%
	1991 Cohort	520	90	123	59%	24%	17%
Fall 95	Part-Time State	132	54	36			
Fall 95	Contract	5	1	1			
Fall 95	Total	137	55	37	33%	27%	40%
	1994 Cohort	234	65	77	39%	33%	28%
	1993 Cohort	268	91	92	32%	34%	34%
	1992 Cohort	262	101	70	35%	27%	39%
	1991 Cohort	244	91	74	32%	30%	37%
	Highline						
Fall 95	Full-Time State	464	76	125			
Fall 95	Contract	23	1	5			
Fall 95	Total	487	77	130	57%	27%	16%
	1994 Cohort	527	77	137	59%	26%	15%
	1993 Cohort	609	84	156	61%	26%	14%
	1992 Cohort	302	57	81	54%	27%	19%
	1991 Cohort	464	74	140	54%	30%	16%
Fall 95	Part-Time State	118	50	32			
Fall 95	Contract	3	0	2			
Fall 95	Total	121	50	34	31%	28%	41%
	1994 Cohort	164	73	41	30%	25%	45%
	1993 Cohort	204	75	62	33%	30%	37%
	1992 Cohort	96	35	29	33%	30%	36%
	1991 Cohort	173	78	45	29%	26%	45%
	Lower Columbia						
Fall 95	Full-Time State	238	43	71			
Fall 95	Contract	13	0	3			
Fall 95	Total	251	43	74	53%	29%	17%
	1994 Cohort	227	38	64	55%	28%	17%
	1993 Cohort	285	48	87	53%	31%	17%
	1992 Cohort	208	32	64	54%	31%	15%
	1991 Cohort	207	22	62	59%	30%	11%
Fall 95	Part-Time State	53	15	27			
Fall 95	Contract	2	1	0			
Fall 95	Total	55	16	27	22%	49%	29%
	1994 Cohort	70	37	17	23%	24%	53%
	1993 Cohort	68	25	24	28%	35%	37%

	1992 Cohort	64	28	23	20%	36%	44%
	1991 Cohort	54	18	18	33%	33%	33%
		# in Starting Cohort	**1 Quarter Only**	**2-3 Quarters**	**Substantial Progress**	**Some Progress**	**Early Leavers**
	North Seattle						
Fall 95	Full-Time State	288	55	87			
	Contract	83	17	25			
	Total	371	72	112	50%	30%	19%
	1994 Cohort	389	69	110	54%	28%	18%
	1993 Cohort	360	66	97	55%	27%	18%
	1992 Cohort	394	53	109	59%	28%	13%
	1991 Cohort	339	49	92	58%	27%	14%
Fall 95	Part-Time State	138	46	40			
	Contract	4	2	0			
	Total	142	48	40	38%	28%	34%
	1994 Cohort	213	80	55	37%	26%	38%
	1993 Cohort	178	54	63	34%	35%	30%
	1992 Cohort	209	73	48	42%	23%	35%
	1991 Cohort	227	72	62	41%	27%	32%
	Olympic						
Fall 95	Full-Time State	284	39	85			
	Contract	2	0	2			
	Total	286	39	87	56%	30%	14%
	1994 Cohort	288	42	86	56%	30%	15%
	1993 Cohort	310	43	94	56%	30%	14%
	1992 Cohort	247	33	71	58%	29%	13%
	1991 Cohort	229	35	65	56%	28%	15%
Fall 95	Part-Time State	173	63	51			
	Contract	4	1	2			
	Total	177	64	53	34%	30%	36%
	1994 Cohort	179	70	47	35%	26%	39%
	1993 Cohort	206	59	63	41%	31%	29%
	1992 Cohort	171	58	50	37%	29%	34%
	1991 Cohort	119	43	42	29%	35%	36%
	Peninsula						
Fall 95	Full-Time State	144	17	37			
	Contract	44	2	5			
	Total	188	19	42	68%	22%	10%
	1994 Cohort	119	19	35	55%	29%	16%
	1993 Cohort	189	17	52	63%	28%	9%
	1992 Cohort	149	14	51	56%	34%	9%
	1991 Cohort	81	7	24	62%	30%	9%
Fall 95	Part-Time State	27	9	8			
	Contract	14	1	8			
	Total	41	10	16	37%	39%	24%
	1994 Cohort	43	14	18	26%	42%	33%

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1993 Cohort	49	20	11	37%	22%	41%
1992 Cohort	47	14	14	40%	30%	30%
1991 Cohort	42	15	14	31%	33%	36%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Pierce						
Fall 95 Full-Time State	600	82	166			
Fall 95 Contract	210	54	75			
Fall 95 Total	810	136	241	53%	30%	17%
1994 Cohort	771	147	241	50%	31%	19%
1993 Cohort	823	137	266	51%	32%	17%
1992 Cohort	783	145	240	51%	31%	19%
1991 Cohort	814	169	253	48%	31%	21%
Fall 95 Part-Time State	99	34	26			
Fall 95 Contract	202	84	84			
Fall 95 Total	301	118	110	24%	37%	39%
1994 Cohort	328	145	114	21%	35%	44%
1993 Cohort	389	156	140	24%	36%	40%
1992 Cohort	395	174	128	24%	32%	44%
1991 Cohort	402	192	125	21%	31%	48%
Seattle Central						
Fall 95 Full-Time State	391	67	117			
Fall 95 Contract	87	15	28			
Fall 95 Total	478	82	145	53%	30%	17%
1994 Cohort	444	82	125	53%	28%	18%
1993 Cohort	504	71	141	58%	28%	14%
1992 Cohort	499	83	161	51%	32%	17%
1991 Cohort	443	75	125	55%	28%	17%
Fall 95 Part-Time State	161	53	47			
Fall 95 Contract	46	29	7			
Fall 95 Total	207	82	54	34%	26%	40%
1994 Cohort	167	69	47	31%	28%	41%
1993 Cohort	266	100	78	33%	29%	38%
1992 Cohort	200	79	60	31%	30%	40%
1991 Cohort	176	60	66	28%	38%	34%
Shoreline						
Fall 95 Full-Time State	607	81	171			
Fall 95 Contract	44	0	7			
Fall 95 Total	651	81	178	60%	27%	12%
1994 Cohort	630	93	179	57%	28%	15%
1993 Cohort	660	89	187	58%	28%	13%
1992 Cohort	552	79	137	61%	25%	14%
1991 Cohort	548	96	142	57%	26%	18%
Fall 95 Part-Time State	115	54	35			
Fall 95 Contract	4	0	1			
Fall 95 Total	119	54	36	24%	30%	45%

	1994 Cohort	144	42	48	38%	33%	29%
	1993 Cohort	187	58	53	41%	28%	31%
	1992 Cohort	251	72	82	39%	33%	29%
	1991 Cohort	262	106	66	34%	25%	40%
		# in Starting Cohort	**1 Quarter Only**	**2-3 Quarters**	**Substantial Progress**	**Some Progress**	**Early Leavers**
	Skagit Valley						
	Full-Time						
Fall 95	State	344	40	124			
	Contract	65	8	21			
	Total	409	48	145	53%	35%	12%
	1994 Cohort	363	45	102	60%	28%	12%
	1993 Cohort	415	65	140	51%	34%	16%
	1992 Cohort	261	41	71	57%	27%	16%
	1991 Cohort	162	28	51	51%	31%	17%
	Part-Time						
Fall 95	State	116	56	36			
	Contract	47	4	19			
	Total	163	60	55	29%	34%	37%
	1994 Cohort	159	60	44	35%	28%	38%
	1993 Cohort	131	52	36	33%	27%	40%
	1992 Cohort	71	32	14	35%	20%	45%
	1991 Cohort	95	34	30	33%	32%	36%
	So Puget Sound						
	Full-Time						
Fall 95	State	143	22	42			
	Contract	38	4	15			
	Total	181	26	57	54%	31%	14%
	1994 Cohort	255	32	76	58%	30%	13%
	1993 Cohort	305	38	94	57%	31%	12%
	1992 Cohort	200	21	52	64%	26%	11%
	1991 Cohort	253	42	52	63%	21%	17%
	Part-Time						
Fall 95	State	90	26	28			
	Contract	20	9	2			
	Total	110	35	30	41%	27%	32%
	1994 Cohort	146	43	50	36%	34%	29%
	1993 Cohort	128	35	36	45%	28%	27%
	1992 Cohort	139	40	36	45%	26%	29%
	1991 Cohort	126	43	35	38%	28%	34%
	South Seattle						
	Full-Time						
Fall 95	State	271	60	68			
	Contract	28	4	7			
	Total	299	64	75	54%	25%	21%
	1994 Cohort	325	59	80	57%	25%	18%
	1993 Cohort	247	34	59	62%	24%	14%
	1992 Cohort	256	41	75	55%	29%	16%
	1991 Cohort	186	38	55	50%	30%	20%
	Part-Time						
Fall 95	State	140	48	28			
	Contract	2	1	0			

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	Total	142	49	28	46%	20%	35%
	1994 Cohort	179	55	50	41%	28%	31%
	1993 Cohort	151	60	38	35%	25%	40%
	1992 Cohort	211	75	56	38%	27%	36%
	1991 Cohort	215	60	66	41%	31%	28%
		# in Starting Cohort	**1 Quarter Only**	**2-3 Quarters**	**Substantial Progress**	**Some Progress**	**Early Leavers**
	Spokane						
	Full-Time						
Fall 95	State	805	107	217			
	Contract	31	1	8			
	Total	836	108	225	60%	27%	13%
	1994 Cohort	832	118	245	56%	29%	14%
	1993 Cohort	753	106	222	56%	29%	14%
	1992 Cohort	693	107	210	54%	30%	15%
	1991 Cohort	874	120	246	58%	28%	14%
	Part-Time						
Fall 95	State	77	24	31			
	Contract	4	1	2			
	Total	81	25	33	28%	41%	31%
	1994 Cohort	73	22	23	38%	32%	30%
	1993 Cohort	65	19	21	38%	32%	29%
	1992 Cohort	87	27	28	37%	32%	31%
	1991 Cohort	115	39	25	44%	22%	34%
	Spokane Falls						
	Full-Time						
Fall 95	State	736	131	230			
	Contract	70	11	22			
	Total	806	142	252	51%	31%	18%
	1994 Cohort	741	137	237	50%	32%	18%
	1993 Cohort	768	188	244	44%	32%	24%
	1992 Cohort	697	143	213	49%	31%	21%
	1991 Cohort	582	93	197	50%	34%	16%
	Part-Time						
Fall 95	State	95	41	29			
	Contract	19	6	6			
	Total	114	47	35	28%	31%	41%
	1994 Cohort	129	61	34	26%	26%	47%
	1993 Cohort	127	54	41	25%	32%	43%
	1992 Cohort	167	75	44	29%	26%	45%
	1991 Cohort	127	57	32	30%	25%	45%
	Tacoma						
	Full-Time						
Fall 95	State	521	108	146			
	Contract	65	6	16			
	Total	586	114	162	53%	28%	19%
	1994 Cohort	455	86	128	53%	28%	19%
	1993 Cohort	485	72	154	53%	32%	15%
	1992 Cohort	471	74	135	56%	29%	16%
	1991 Cohort	412	83	117	51%	28%	20%
	Part-Time						
Fall 95	State	103	34	23			

Contract	9	3	5			
Total	112	37	28	42%	25%	33%
1994 Cohort	124	54	39	25%	31%	44%
1993 Cohort	121	42	41	31%	34%	35%
1992 Cohort	178	64	64	28%	36%	36%
1991 Cohort	154	56	47	33%	31%	36%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Walla Walla						
Fall 95 Full-Time						
State	292	42	80			
Contract	63	9	16			
Total	355	51	96	59%	27%	14%
1994 Cohort	370	40	104	61%	28%	11%
1993 Cohort	241	23	68	62%	28%	10%
1992 Cohort	236	37	61	58%	26%	16%
1991 Cohort	147	17	43	59%	29%	12%
Fall 95 Part-Time						
State	73	35	23			
Contract	69	24	18			
Total	142	59	41	30%	29%	42%
1994 Cohort	96	30	29	39%	30%	31%
1993 Cohort	89	35	32	25%	36%	39%
1992 Cohort	58	22	14	38%	24%	38%
1991 Cohort	32	15	11	19%	34%	47%
Wenatchee						
Fall 95 Full-Time						
State	284	37	70			
Contract	24	2	3			
Total	308	39	73	64%	24%	13%
1994 Cohort	303	31	74	65%	24%	10%
1993 Cohort	304	39	90	58%	30%	13%
1992 Cohort	308	44	81	59%	26%	14%
1991 Cohort	289	60	76	53%	26%	21%
Fall 95 Part-Time						
State	71	33	19			
Contract	23	13	8			
Total	94	46	27	22%	29%	49%
1994 Cohort	95	43	33	20%	35%	45%
1993 Cohort	100	46	27	27%	27%	46%
1992 Cohort	107	54	34	18%	32%	50%
1991 Cohort	111	44	33	31%	30%	40%
Whatcom						
Fall 95 Full-Tim						
State	96	19	28			
Contract	39	4	6			
Total	135	23	34	58%	25%	17%
1994 Cohort	294	33	92	57%	31%	11%
1993 Cohort	161	16	57	55%	35%	10%
1992 Cohort	146	24	42	55%	29%	16%
1991 Cohort	117	31	32	46%	27%	26%
Fall 95 Part-Time						

	State	67	28	19			
	Contract	26	5	10			
	Total	93	33	29	33%	31%	35%
	1994 Cohort	120	39	44	31%	37%	33%
	1993 Cohort	125	44	42	31%	34%	35%
	1992 Cohort	116	41	32	37%	28%	35%
	1991 Cohort	88	28	35	28%	40%	32%
		# in Starting Cohort	**1 Quarter Only**	**2-3 Quarters**	**Substantial Progress**	**Some Progress**	**Early Leavers**
	Yakima Valley						
	Full-Time						
Fall 95	State	340	49	77			
	Contract	33	6	7			
	Total	373	55	84	63%	23%	15%
	1994 Cohort	460	64	117	61%	25%	14%
	1993 Cohort	389	41	108	62%	28%	11%
	1992 Cohort	421	53	126	57%	30%	13%
	1991 Cohort	389	47	121	57%	31%	12%
	Part-Time						
Fall 95	State	74	37	25			
	Contract	28	14	8			
	Total	102	51	33	18%	32%	50%
	1994 Cohort	96	39	23	35%	24%	41%
	1993 Cohort	191	74	64	28%	34%	39%
	1992 Cohort	187	78	58	27%	31%	42%
	1991 Cohort	146	56	59	21%	40%	38%
	COMMUNITY COLLEGE TOTAL						
	State Supported						
	Full Time	9,695	1,464	2,772	56%	29%	15%
	Part-Time	2,844	1,095	852	32%	30%	39%
	1995 Total	12,539	2,559	3,624	51%	29%	20%
	1994 Total	13,543	2,788	3,859	51%	28%	21%
	1993 Total	14,489	2,847	4,197	51%	29%	20%
	1992 Total	14,092	2,968	4,004	51%	28%	21%
	1991 Total	12,994	2,834	3,658	50%	28%	22%
	Contract Supported						
	Full-Time	1,290	180	341	60%	26%	14%
	Part-Time	649	244	219	29%	34%	38%
	1995 Total	1,939	424	560	49%	29%	22%
	1994 Total	1,670	366	490	49%	29%	22%
	1993 Total	1,344	406	465	35%	35%	30%
	1992 Total	718	310	243	23%	34%	43%
	1991 Total	605	269	217	20%	36%	44%
	State and Contract Supported						
	Full-Time	10,985	1,644	3,113	57%	28%	15%
	Part-Time	3,493	1,339	1,071	31%	31%	38%
	1995 Total	14,478	2,983	4,184	50%	29%	21%

1994 Total	15,213	3,154	4,349	51%	29%	21%
1993 Total	15,833	3,253	4,662	50%	29%	21%
1992 Total	14,889	3,292	4,269	49%	29%	22%
1991 Total	13,599	3,103	3,875	49%	28%	23%

		# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
Bates							
Fall 95	Full-Time State	48	7	20			
	Contract	7	3	4			
	Total	55	10	24	38%	44%	18%
	1994 Cohort	38	3	13	58%	34%	8%
	1993 Cohort	194	20	45	66%	23%	10%
Fall 95	Part-Time State	329	200	72			
	Contract	8	6	0			
	Total	337	206	72	18%	21%	61%
	1994 Cohort	72	9	19	61%	26%	13%
	1993 Cohort	225	60	59	47%	26%	27%
Bellingham							
Fall 95	Full-Time State	75	7	27			
	Contract	15	0	8			
	Total	90	7	35	53%	39%	8%
	1994 Cohort	101	27	29	45%	29%	27%
	1993 Cohort	65	13	27	38%	42%	20%
Fall 95	Part-Time State	261	181	59			
	Contract	0	0	0			
	Total	261	181	59	8%	23%	69%
	1994 Cohort	234	132	66	15%	28%	56%
	1993 Cohort	203	117	50	18%	25%	58%
Clover Park							
Fall 95	Full-Time State	195	22	62			
	Contract	15	1	4			
	Total	210	23	66	58%	31%	11%
	1994 Cohort	65	12	12	63%	18%	18%
	1993 Cohort	331	49	134	45%	40%	15%
Fall 95	Part-Time State	81	35	21			
	Contract	3	2	1			
	Total	84	37	22	30%	26%	44%
	1994 Cohort	39	8	17	36%	44%	21%
	1993 Cohort	550	272	161	21%	29%	49%

		# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
	Renton						
Fall 95	Full-Time State	236	43	68			
	Contract	21	15	3			
	Total	257	58	71	50%	28%	23%
	1994 Cohort	216	43	63	51%	29%	20%
	1993 Cohort	168	30	46	55%	27%	18%
Fall 95	Part-Time State	191	97	45			
	Contract	9	5	2			
	Total	200	102	47	26%	24%	51%
	1994 Cohort	260	131	67	24%	26%	50%
	1993 Cohort	156	78	44	22%	28%	50%
	Lake Washington						
Fall 95	Full-Time State	42	7	16			
	Contract	2	2	0			
	Total	44	9	16	43%	36%	20%
	1994 Cohort	52	11	15	50%	29%	21%
	1993 Cohort	80	4	40	45%	50%	5%
Fall 95	Part-Time State	34	19	11			
	Contract	9	3	1			
	Total	43	22	12	21%	28%	51%
	1994 Cohort	93	43	24	28%	26%	46%
	1993 Cohort	210	68	66	36%	31%	32%
	TECHNICAL COLLEGE TOTAL						
	State Supported						
	Full-Time	596	86	193	53%	32%	14%
	Part-Time	896	532	208	17%	23%	59%
	1995 Total	1,492	618	401	32%	27%	41%
	1994 Total	1,107	404	293	37%	26%	36%
	1993 Total	2,095	681	645	37%	31%	33%
	Contract Supported						
	Full-Time	60	21	19	33%	32%	35%
	Part-Time	29	16	4	31%	14%	55%
	1995 Total	89	37	23	33%	26%	42%
	1994 Total	63	15	32	25%	51%	24%
	1993 Total	87	30	27	34%	31%	34%
	State and Contract Supported						
	Full-Time	656	107	212	51%	32%	16%
	Part-Time	925	548	212	18%	23%	59%
	1995 Total	1,581	655	424	32%	27%	41%
	1994 Total	1,170	419	325	36%	28%	36%
	1993 Total	2,182	711	672	37%	31%	33%

	# in Starting Cohort	1 Quarter Only	2-3 Quarters	Substantial Progress	Some Progress	Early Leavers
SYSTEM TOTAL						
State Supported						
1995 Full-Time	10,291	1,550	2,965	56%	29%	15%
1995 Part-Time	3,740	1,627	1,060	28%	28%	44%
1995 Total	14,031	3,177	4,025	49%	29%	23%
1994 Full-Time	10,755	1,683	3,013	56%	28%	16%
1994 Part-Time	3,895	1,509	1,139	32%	29%	39%
1994 Total	14,650	3,192	4,152	50%	28%	22%
1993 Full-Time	11,657	1,701	3,333	57%	29%	15%
1993 Part-Time	4,927	1,827	1,509	32%	31%	37%
1993 Total	16,584	3,528	4,842	50%	29%	21%
Contract Supported (including degree seeking international and Running Start students)						
1995 Full-Time	1,350	201	360	58%	27%	15%
1995 Part-Time	678	260	223	29%	33%	38%
1995 Total	2,028	461	583	49%	29%	23%
1994 Full-Time	1,097	154	312	58%	28%	14%
1994 Part-Time	636	227	210	31%	33%	36%
1994 Total	1,733	381	522	48%	30%	22%
1993 Full-Time	674	111	231	49%	34%	16%
1993 Part-Time	757	325	261	23%	34%	43%
1993 Total	1,431	436	492	35%	34%	30%
State and Contract Supported						
1995 Full-Time	11,641	1,751	3,325	56%	29%	15%
1995 Part-Time	4,418	1,887	1,283	28%	29%	43%
1995 Total	16,059	3,638	4,608	49%	29%	23%
1994 Full-Time	11,852	1,837	3,325	56%	28%	15%
1994 Part-Time	4,531	1,736	1,349	32%	30%	38%
1994 Total	16,383	3,573	4,674	50%	29%	22%
1993 Full-Time	12,331	1,812	3,564	56%	29%	15%
1993 Part-Time	5,684	2,152	1,770	31%	31%	38%
1993 Total	18,015	3,964	5,334	48%	30%	22%

Source: SR1182A for students planning to complete a degree at their college.
Note: Percents may not add due to rounding.

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